



## Factors that Affecting the Intention on Saving of the Students in the Faculty of Economics and Business

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### **Abstract**

This research analyzes the factors that affect the intention of saving. The object of this research is the Students in the Faculty of Economics and Business State University of Surabaya Class of 2023. The data collection that used in this research is online questionnaires addressed to the 250 respondents that has been determined by proportioned stratified random sampling. This research uses Structural Equation Modeling (SEM) analysis techniques in IBM AMOS version 24 software to produce the research output. The result of this study shows that peer influence, financial inclusion, financial literacy, parental socialization, motivation, and pocket money significantly affect saving intention. This research aims to socialize the importance of knowledge in managing finances and making a personal financial plan to achieve future financial goals, especially for the Students in the Faculty of Economics and Business State University of Surabaya Class of 2023.

**Keywords:** *Financial Inclusion; Financial Literacy; Motivation; Parental Socialization; Peers Influence; Pocket Money; Saving Intention*

### **Introduction**

Indonesia's economy in the second quarter of 2023 compared to the second quarter of 2022 has increased on all islands. GDP based on Business Fields in the second quarter of 2023 (y-to-y) grew by 5.17 percent compared to the second quarter of 2022. Spatially, Indonesia's economic structure in the second quarter of 2023 is dominated by a group of provinces on the Java with a GDP contribution of 57.27 percent of the total provinces in Indonesia (BPS, 2023). One of the underlying factors is the post-pandemic or new-normal conditions where every economic sector in Indonesia is recovering (BPS, 2023). According to Wulandari & Suryaningrum (2021), increasing income allows a person to save more than previously budgeted.

Compared to Indonesia's economic conditions which have increased, the amount of Indonesia people's savings has experienced ups and downs (BI, 2023).

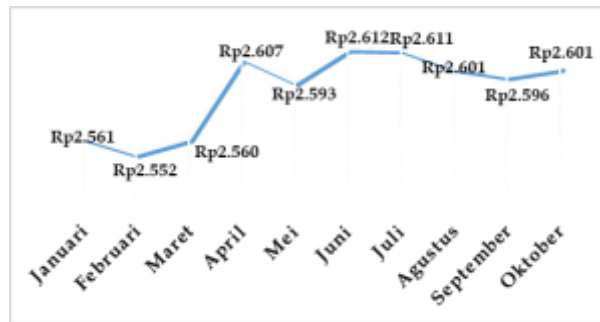


Figure 1 The Amount of Indonesian Peoples Savings in 2023 in Trillions of Rupiah

Figure 1 shows the inconsistency of Indonesia people in terms of saving. This phenomenon is caused because most people still believe that saving activities are only carried out in large amounts or are intended for people who have more money (Raszad & Purwanto, 2021). So that the people of Indonesia need knowledge about the importance of saving, both for short-term and long-term benefits.

Saving is a portion of income that is not spent on daily needs (Afsar et al., 2018). Ajzen & Fishbein (1975) stated that saving as a form of behavior can be influenced by intention, a mental state that represents a commitment to act.

Currently, the trend of saving among the community, especially students or Generation Z, is relatively low. OJK's Fintech P2P Lending Statistics (co-funding fintech) in December 2022 shows that 60% of loans from co-funding fintech are distributed to customers aged 19-34 years (OJK, 2022). This indicates that Generation Z tends to prefer debt. The results of research by Zigi.id and Katadata Insight Center show that 40.4% of students rarely allocate funds for savings and 16.2% of students never plan to save in advance (KIC, 2021). In addition, most students prioritize using money to fulfill their desires rather than saving money to prioritize future needs (Kinayung & Sutrisno, 2022). Raszad & Purwanto (2021) in their research stated that students are the right target to fulfill saving behavior due to their presence in society.

In addition, Surabaya is the first-ranked Education City in East Java with a total of 70 universities registered in 2023 (Badan Pusat Statistik, 2023).

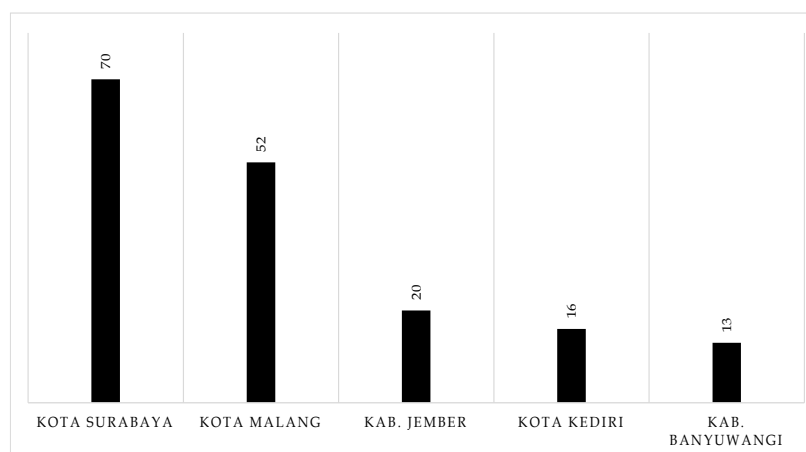


Figure 2 Region with the Highest Number of Universities in East Java in 2023

In line with Figure 2, as of July 2023, as many as 273,229 students are carrying out their study period in the city of Surabaya (Badan Pusat Statistik, 2023). Universitas Negeri Surabaya or UNESA has

become the university with the largest SNBT capacity in Indonesia in 2023 (Setiawan, 2023). In 2023, UNESA has opened a capacity of 22,915 students (Admisi UNESA, 2023). The Faculty of Economics and Business is the largest contributor to new students in 2023 with 3,690 students or 16.10% of the total capacity (Admisi UNESA, 2023). Since 2021, the Faculty of Economics and Business has continued to increase the number of new student capacity, amounting to 180 students in 2021, 320 students in 2022, and 630 students in 2023 (Admisi UNESA, 2023).

There are several factors that are suspected to affect intention in saving. The first factor that is suspected to affect saving intention is peer influence. Peer influence has an impact on socio-emotional development in daily life, including saving (Rozaini et al., 2022). The second factor that is suspected to affect intention in saving is financial inclusion. Ease of access and assistance with facilities at ATMs or m-banking can increase students' intention in saving (Kinayung & Sutrisno, 2022). The third is financial literacy. A person's financial management and saving habits can change along with the development of their financial literacy (Afsar et al., 2018).

Another factor that is suspected to affect intention in saving is parental socialization. Afsar et al. (2018) stated that discussions and guidance from parents about financial problems can affect children's saving habits, so parents are referred to as the best figures who can control children's spending and encourage them to save. The next factor that is suspected to affect intention in saving is motivation. If a person is more motivated to be good, then their chances of developing an intention in saving are greater (Yuniningsih et al., 2022). Pocket money also suspected to affect the intention in saving. A person who can use money well and wisely, it will be easier for him to save (Kinayung & Sutrisno, 2022).

### ***Theory of Planned Behavior***

Theory of Planned Behavior is a development theory of the Theory of Reasoned Action which describes changes in a person's behavior based on behavioral intentions when influenced by social norms and individual attitudes by adding perception of behavioral control.

According to Ajzen (1991) there are three concepts of behavioral planning theory, namely Attitude Towards the Behavior, Subjective Norm, and Perceived Behavioral Control.

Attitudes towards behavior are determined by the evaluation of the behavior felt by a person in assessing the advantages or disadvantages of the behavior to be performed. Subjective norms are statements from a person in accepting or rejecting the surrounding environment. while the perceived behavioral control contains a reference to the ease or difficulty felt when performing behavior that is usually obtained from past experience so that it is able to face obstacles. This theory will later explain the peers influence, financial inclusion, financial literacy, parental socialization, dan motivation.

### ***Theory of Income Absolute***

Keynes (1936) in *The General Theory of Employment, Interest, and Money* stated that income is related to the use of correlative savings. A person's savings depend on how much income they receive and how much they spend on consumption. The ability to save is generally influenced by economic factors such as disposable income (Keynes, 1936). Disposable income is money available from after-tax income and fees/bills. The concept of absolute income in this study will explain the relationship of the pocket money variable.

## **Saving Intention**

Intention in saving is a strong tendency or desire that encourages a person to save (Fatma et al., 2020). The intention in saving is also referred to as the desire to save money (Iryani & Kristanto, 2022). Saving can be carried out in banks or non-bank financial institutions. According to Widyasuti et al. (2016), there are three indicators of intention in saving, namely saving for a goal, saving for a risk, and saving barriers.

## **Peers Influence**

Peers are a group of individuals who have the same age, social status, needs, and maturity of attitudes with relatively frequent interactions (Raszad & Purwanto, 2021). Peer influence has a major effect on a person's attitude, speech, motivation and behavior (Kinayung & Sutrisno, 2022). Peer influence is usually obtained from the results of habits that are seen repeatedly. According to Raszad & Purwanto (2021), there are four indicators of peer influence, namely the age range in a group, the environment around a person, the similarity of someone's needs, and the way a person responds to something.

## **Financial Inclusion**

Financial inclusion is the availability of access to various financial institutions, products and services in accordance with the needs and capabilities of the community in order to improve people's welfare (OJK, 2017). Inclusive finance is a condition when people have access to various quality formal financial products and services in a timely, smooth, and safe manner at affordable costs according to their needs and abilities (PPRI, 2020). OJK (2017) stated that there are four indicators of achieving individual financial inclusion, namely increasing access, increasing the availability, increasing the use, and improving the quality of use of financial products and/or services in accordance with the needs and capabilities of the community.

## **Financial Literacy**

Financial literacy includes knowledge, skills, and beliefs that affect attitudes and behaviors with the aim of improving the quality of decision-making and financial management in order to achieve prosperity (OJK, 2020). Financial literacy is the ability to read, analyze, handle information and make effective decisions regarding personal financial management that will have a positive effect on well-being (Kinayung & Sutrisno, 2022). Financial literacy can be used as a tool for a person to improve their desire to make passive income exceed active income through saving (Sutarman & Turangan, 2023). According to Chen & Volpe (1998) there are four indicators of financial literacy, namely basic financial literacy, saving and borrowing, investment, and insurance. In addition, Chen & Volpe (1998) stated that there are three percentage categories for financial literacy assessment such as low category (<60%), medium category (60%<80%), high category ( $\geq 80\%$ ).

## **Parental Socialization**

Parental socialization is an activity that will produce positive or negative effects from parents that are passed on to their children through communication relationships and daily natural flow (Thomson et al., 1992). According to Thomson et al. (1992) there are two main indicators of parental socialization, namely children with original parents and children with stepparents.

## **Motivation**

Motivation is an impulse that grows continuously and has great potential (Maslow, 1954). According to Yuniningsih et al. (2022), motivation is the basis used to change for the better in the future. In addition, Maslow (1954) stated that the motivation obtained will have a relative meaning for everyone,

because in the end humans will be at their own goals. According to Maslow (1954) there are five indicators of motivation, namely the physiological needs, the safety needs, the belongingness and love needs, the esteem needs and the need for self-actualization.

### **Pocket Money**

Pocket money is the income that students earn from their parents, scholarships, or profit sharing from the work they get every month (Iryani & Kristanto, 2022). In carrying out education, pocket money can be used to meet daily needs and can be used to save money (Kinayung & Sutrisno, 2022). According to Iryani & Kristanto (2022), there are three pocket money indicators, namely a person's ability to manage pocket money, the amount of pocket money given, and the frequency of pocket money given.

### **The Effect of Peers Influence on Saving Intention**

Peers are part of the community environment (Prastiwi & Zuhdi, 2022). The influence of peers has a positive effect on students in terms of saving (Kinayung & Sutrisno, 2022). Sari et al. (2023) found that there is an important reflection of the influence of peers in the intention of Generation Z depositors to save because they tend to follow the recommendations of friends to follow existing saving trends. The influence of peers will provide an example of the implementation of awareness of the importance of setting aside income for future needs, so that a person will prepare part of their income to be set aside as savings (Sukardi, 2022).

H1: Peers influence affects the intention in saving students of the Faculty of Economics and Business State University of Surabaya Class of 2023

### **The Effect of Financial Inclusion on Saving Intention**

Financial inclusion is a program to expand access to financial services in meeting the needs of the community (Kinayung & Sutrisno, 2022). The way to increase intention in saving is to increase public financial inclusion through increasing the ability of consumers who not only use similar financial products and/or services, but also use other financial products and/or services, as well as increasing the ability of consumers to be able to measure and analyze and encourage an increase in the frequency of use of financial products and/or services (OJK, 2017). Financial inclusion is able to influence the financial behavior of each individual, including saving (Kinayung & Sutrisno, 2022).

H2: Financial inclusion affects the intention in saving students of the Faculty of Economics and Business State University of Surabaya Class of 2023

### **The Effect of Financial Literacy on Saving Intention**

Financial literacy is the ability to analyze and manage finances to gain prosperity through saving (Kinayung & Sutrisno, 2022). Students who have financial literacy show more intention in saving compared to others who do not have financial literacy (Afsar et al., 2018). Good financial literacy makes students think more rationally and save more (Sutarman & Turangan, 2023). In addition, individual financial literacy can increase knowledge and encourage a person to make future financial plans, choosing the most rational financial instruments to meet and achieve their financial goals (Afsar et al., 2018).

H3: Financial literacy affects the intention in saving students of the Faculty of Economics and Business State University of Surabaya Class of 2023

### **The Effect of Parental Socialization on Saving Intention**

Parental socialization can build skills and necessity in increasing children's intention in saving (Afsar et al., 2018). Parents who know the financial condition of their children will be better able to

control their children's expenses and encourage them to save more money so that their intention in saving will increase (Afsar et al., 2018). Intention in saving is influenced by recommendations and positive opinions from parents (Sukardi, 2022). Sari et al. (2023) also stated that parental socialization has an influence on intention in saving.

H4: Parental socialization affects the intention in saving students of the Faculty of Economics and Business State University of Surabaya Class of 2023

### **The Effect of Motivation on Saving Intention**

Motivation in saving causes a feeling of happiness and provides good feedback after knowing the benefits of saving money (Fatma et al., 2020). Yuniningsih et al. (2022) stated that as long as there is something that can motivate a person, then intention in saving will arise. Intention in saving is influenced by the motivation to maintain consistency and compete with people around you in increasing the amount of savings (Fatma et al., 2020).

H5: Motivation affects the intention in saving students of the Faculty of Economics and Business State University of Surabaya Class of 2023

### **The Effect of Pocket Money on Saving Intention**

Fatma et al. (2020) stated that the allowance given by parents every day affects the intention in saving. Students who are given a large amount of pocket money will find it easier to meet their needs and it will be easier for them to set aside a certain amount of pocket money to save (A'inina et al., 2021). Student policies in managing finances also affect the amount of savings they have. A'inina et al. (2021), Kinayung & Sutrisno (2022), and Fatma et al. (2020) stated in their research that pocket money affects intention in saving. A person who is used to managing his pocket money well will set aside money to save in the hope that it can be used in the future and also as a backup in case something unexpected happens to financial stability (Kinayung & Sutrisno, 2022).

H6: Peers influence affects the intention in saving students of the Faculty of Economics and Business State University of Surabaya Class of 2023

### **Method**

This study is a quantitative research with the aim of prediction which is used to determine the influence of causality or cause-effect relationships between variables. The relationship between the variables in this study includes independent variables (X) peers influence, financial inclusion, financial literacy, parental socialization, motivation and pocket money with a dependent variable (Y), namely intention in saving. The type of data used in this study is primary data. The data source that will be determined in this study is 250 research respondents who are students of the Faculty of Economics and Business, State University of Surabaya. In this study, the Structural Equation Modeling data processing technique will use the Analysis Moment Structure version 24 (AMOS 24) program.

## Results

### Description of Respondent Characteristics

#### Characteristic of Respondent

	Characteristics of Respondents	Sum	Percentage
<b>Study Program</b>	Accounting	37	14,8%
	Digital Business	38	15,2%
	Economics	31	12,4%
	Islamic Economics	24	9,6%
	Management	43	17,2%
	Office Administration Education	29	11,6%
	Accounting Education	18	7,2%
	Business Education	12	4,8%
	Economics Education	18	7,2%
	<b>Pocket Money</b>	Rp0 - Rp500.000	87
Rp500.001 – Rp1.000.000		89	35,6%
Rp1.000.001 – Rp1.500.000		43	17,2%
Rp1.500.001 – Rp2.000.000		21	8,4%
≥ Rp2.000.001		10	4%
<b>Expense</b>	Rp0 - Rp500.000	129	51,6%
	Rp500.001 – Rp1.000.000	70	28%
	Rp1.000.001 – Rp1.500.000	26	10,4%
	Rp1.500.001 – Rp2.000.000	18	7,2%
	≥ Rp2.000.001	7	2,8%
<b>Savings</b>	Rp0 - Rp500.000	239	95,6%
	Rp500.001 – Rp1.000.000	10	4%
	Rp1.000.001 – Rp1.500.000	1	0,4%
	Rp1.500.001 – Rp2.000.000	0	0%
	≥ Rp2.000.001	0	0%

### Assumption Test Results

Outlier review is used to determine the possibility of data that has different characteristics from other data in general. The data is declared free from outliers when it has a mahalanobis distance value that is smaller than the chi-square value of the table at a significance level of P 0.001. The data in this study contains 50 indicators so that the chi-square value of the table is 86,660. In this study, there is the highest mahalanobis distance value of 65.147 which is still below the chi-square value of the table, so there is no outlier data.

### Normality Test

The results of this study showed univariate normality with the highest value of 2,333 and the lowest value of -1,908. Then the multivariate normality showed a critical ratio value of 2,166 which was in the range of -2,58 to 2,58. It was concluded that there were no deviation data.

### Validity and Reliability Test Results

The validity test was carried out by looking at the standard loading factor value of each indicator. While the reliability test is an internal consistency test to determine the level of stability of the items in the research instrument (Sugiyono, 2017).

### Validity Test

According to Ghozali (2016), the validity test can use Convergent Validity with a standard loading factor value greater than 0.50. In this study, the estimated value of all items is above 0.50 which means that all data has met the requirements of the validity test.

### Reliability Test

Variabel	Construct Reliability
PI	0,911
FI	0,896
FL	0,903
PS	0,851
MT	0,941
PM	0,896
MM	0,929

According to Ghozali (2016), the reliability test can use Construct Reliability with a construct reliability value greater than 0.70.

### Goodness of Fit Test Results

The feasibility test of the model in this study uses the Goodness of Fit Test. It is concluded that the path diagram model in this study is acceptable because the 7 criteria used meet the requirements, so hypothesis testing can be carried out using this model.

### Goodness of Fit Test

Goodness of Fit	Cut of Value	Value	Information
CMIN/DF	<2	1,072	Fit
Probability	>0,05	0,058	Fit
RMSEA	<0,08	0,017	Fit
GFI	>0,90	0,866	Close to Fit
AGFI	>0,90	0,826	Close to Fit
TLI	>0,90	0,992	Fit
CFI	>0,90	0,993	Fit

### Hypothesis Test Results

The results of the hypothesis test contain the T test and the determination coefficient. The T test uses a critical ratio value or t calculation that is greater than or equal to 2 ( $CR \geq 2$ ) and a P value less than 5% ( $P < 0.05$ ) so that the independent variable can be declared to have a significant effect on the dependent variable. In this study, all independent variables had a P value smaller than 0.05.

### Hypothesis Test

	Estimate	S.E.	C.R.	P
SI <- PI	0,604	0,148	4,069	***
SI <- FI	-0,269	0,15	-2,179	0,042
SI <- FL	0,834	0,283	2,952	0,003
SI <- PS	-0,866	0,291	-2,981	0,003
SI <- MT	0,393	0,175	2,243	0,025
SI <- PM	0,621	0,145	4,288	***



The determination coefficient ( $R^2$ ) analysis in this study uses an estimate value on the output of Squared Multiple Correlations. This study shows the results of the determination coefficient analysis with a value of 0.909. It can be concluded that the contribution of independent variables consisting of peers influence, financial inclusion, financial literacy, parental socialization, motivation, and pocket money is 90.9% while the other 9.1% is explained by factors outside this study such as knowledge (Ainina et al., 2021) and Prastiwi & Zuhdi (2022), bank services (Fatma et al., 2020), religiosity (Iryani & Kristanto, 2022), and profit sharing (Khairiyah et al., 2022), (Sukardi, 2022), (Supriyanto et al., 2023), and (Wulandari & Suryaningrum, 2021).

## ***Discussions***

### **The Effect of Peers Influence on Saving Intention**

The results of the hypothesis test showed that the peer influence variable had a significant positive effect on the saving intention variable. It is characterized by a P value of 0,000 with critical ratio value of 4,069. Kinayung & Sutrisno (2022) stated that friends are an important factor in daily life. If the peers around them show good saving habits, then a person will be more intentioned in joining their peer group.

Peers in college are the fastest role models in influencing an individual's attitude. In addition, Kinayung & Sutrisno (2022) also stated that students who do not live with their parents (boarding houses), they will spend more time together and have a higher intensity of communication with their classmates. In addition, they will know their respective expenses, so they will have a relatively similar perspective in responding to expenses and taking action to save. The results of this study are in line with previous research conducted by Kinayung & Sutrisno (2022), Rozaini et al. (2022), Sari et al. (2023), and Sukardi (2022) which stated that peer influence has a significant influence on saving intention.

### **The Effect of Financial Inclusion on Saving Intention**

Based on the results of the hypothesis test, it was found that the financial inclusion variable had a significant negative effect on the saving intention variable. It is characterized by a P value of 0,042 with critical ratio value of -2,179. A person will be satisfied when he can fulfill his desires which is facilitated through digital financial service features (Kinayung & Sutrisno, 2022), so that the intention in saving money will be defeated. This result is in line with the Theory of Planned Behaviour which explains that the experience of financial inclusion will have an impact on an individual's intention in saving which is based on the control of each individual's behavior.

Students who are Gen-Z are more comfortable with cashless-life. However, the improvement in the quality of financial products and/or services also has an impact on the ease of transactions in meeting the needs of life, which means that the amount of money saved will be easier to reduce as well. In addition, some e-commerce that has a pay-later feature is currently favored by students who are Gen-Z because they have the advantage of getting the goods first and then paying for them the next month. According to OJK's Fintech P2P Lending (co-funding fintech) Statistical Data, 60% of loans from co-funding fintech are distributed to customers aged 19-34 years (OJK, 2022). Although pay-later is a form of increasing fintech, it will make a person prioritize using money to fulfill their desires and reduce intention in saving money as a priority for future needs. The results of this study are in line with previous research conducted by Kinayung & Sutrisno (2022) which stated that financial inclusion has a significant influence on saving intention.

### **The Effect of Financial Literacy on Saving Intention**

Based on the results of the hypothesis test, it was found that the financial literacy variable had a significant positive effect on the saving intention variable. It is characterized by a P value of 0,003 with a critical ratio value of 2,952.

The results of the descriptive analysis of the financial literacy variable are in the high category, this means that from the researcher's objectivity, the respondents have a good understanding of financial literacy. In addition, the results of the analysis of the level of financial literacy measured using question items are in the medium category with an average value of 78.8% of the questions answered correctly, where according to Chen & Volpe (1998) the average correct answers in the range of 60%<80% are included in the category of medium literacy level. This shows that, subjectively, the respondent has considered himself to be well literate.

Students can receive knowledge about finance through lectures and seminars (Afsar et al, 2018). Many seminars on the theme of finance and introduction to investment have the potential to increase their literacy about the need to save money to meet future needs. This is in accordance with the Theory of Planned Behaviour which explains that the experience after receiving financial knowledge will have an impact on an individual's intention in saving which is based on the control of their respective behavior. The results of this study are in line with previous research conducted by Supriyanto et al. (2023), Sutarman & Turangan (2023) and Tulwaidah et al. (2023) which stated that financial literacy has a significant influence on intention in saving.

### **The Effect of Parental Socialization on Saving Intention**

Based on the results of the hypothesis test, it was found that the parental socialization variable had a significant negative effect on the saving intention variable. It is characterized by a P value of 0,003 with a critical ratio value of -2,981. Sari (2023) stated that students tend to be closer to their peers than their parents.

All forms of financial advice come from parents when they are a high school student (Afsar et al, 2018). But as time goes by and because of the more experiences they go through on their own, students will begin to be able to act on their own will. They will also have more capacity to compare whether the financial advice from parents is in line with what they experience in college life. The results of this study are in line with previous research conducted by Afsar et al. (2018), Sari et al. (2023), and Sukardi (2022) which stated that parental socialization has a significant influence on intention in saving.

### **The Effect of Motivation on Saving Intention**

Based on the results of the hypothesis test, it was found that the motivation variable had a significant positive effect on the saving intention variable. It is characterized by a P value of 0,025 with a critical ratio value of 2,243. Motivation arises when individuals have been able to evaluate their behavior (Yuniningsih et al., 2022). Intention in saving will also increase when a person has the motivation to maintain consistency and compete (Yuniningsih et al., 2022).

A person will have a high intention in saving if there is a desire to fulfill their lower-level wants such as physiological, safety and belonging needs that can make them internally satisfied, as well as a desire to fulfill their upper-level needs such as esteem and self-actualization needs that will make them externally satisfied. The results of this study are in line with previous research conducted by Fatma et al. (2020) and Yuniningsih et al. (2022) which stated that motivation has a significant influence on intention in saving.

## The Effect of Pocket Money on Saving Intention

Based on the results of the hypothesis test, it was found that the pocket money variable had a significant positive effect on the saving intention variable. It is characterized by a P value of 0,000 with critical ratio value of 4,288. If someone is wise in using pocket money and has good spending planning, they will be more accustomed to setting aside pocket money to save as a reserve in case something unwanted happens to their financial stability (Kinayung & Sutrisno, 2022). The results of this study are in accordance with the Absolute Income Theory, which is that a person's savings depend on how much income they receive, as well as their ability to know the amount of expenses that increase their intention in saving.

Based on the characteristics of respondents based on the amount of pocket money and the amount of expenses, it indicates that there is intention from students to continue saving even though there are also many expenses that must be met. The results of this study are in line with previous research conducted by Ainina et al. (2021), Fatma et al. (2020), and Kinayung & Sutrisno (2022).

## Conclusion

Peer influence has a positive effect on saving intention, indicating that a supportive friend group will have a positive impact on a person's saving habits. Financial inclusion has a negative effect on the intention in saving, indicating that the ease of access and the high intensity of using financial products and/or services that are not accompanied by good self-control, will reduce their capacity to save money. Financial literacy has a positive effect on intention in saving, showing that a person who is literate with basic knowledge about financial management will know the benefits of saving. Parental socialization has a negative effect on intention in saving, suggesting that excessive parental socialization of how children manage their finances will decrease their intention in saving. Motivation has a positive effect on intention in saving, indicating that a person who has known the benefits of saving has a higher intention in saving. Pocket money has a positive effect on intention in saving, showing that the amount of pocket money received and the ability to know the amount of expenses will make their intention in saving increase.

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